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ABSTRACT

This is the first publication in this series on education in South Africa that provides a picture of education in the new South Africa. For the first time in 1995, data were collected by nonracial education departments in each of the nine new provinces. In the past, data had been collected for 17 different, racially based departments. Data collection was complicated by the difficulties of reorganization but the data do provide a concise picture of formal school education in South Africa. Figures provide information on the following topics: (1) enrollment by province and population group; (2) enrollment by school phase and gender; (3) enrollment by population group in elementary and secondary education (2 graphs); (4) learners as a percentage of the population per province; (5) enrollment by gender and standard (grade) per province and nationwide (11 graphs); (6) passing rate and number of passes from Standard 10 per province; (7) teacher-student ratio per province and school phase; (8) number of students in Standard 10 and in tertiary institutions, 1993 and 1995; (9) university students according to gender; (10) college personnel by gender; (11) students at technikons (technical schools) by gender; (12) teachers at technikons by gender; (13) learner enrollment forecasts for provinces and the country to 2005 (10 graphs); and (14) learner enrollment forecasts for South Africa by population group to 2005. (Contains 14 figures.) (SLD)

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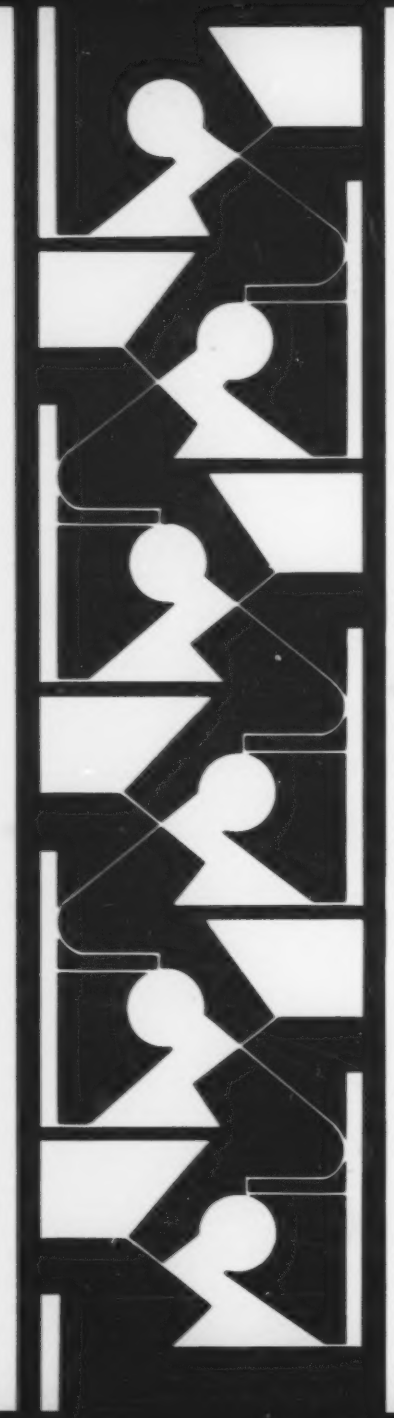

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1995

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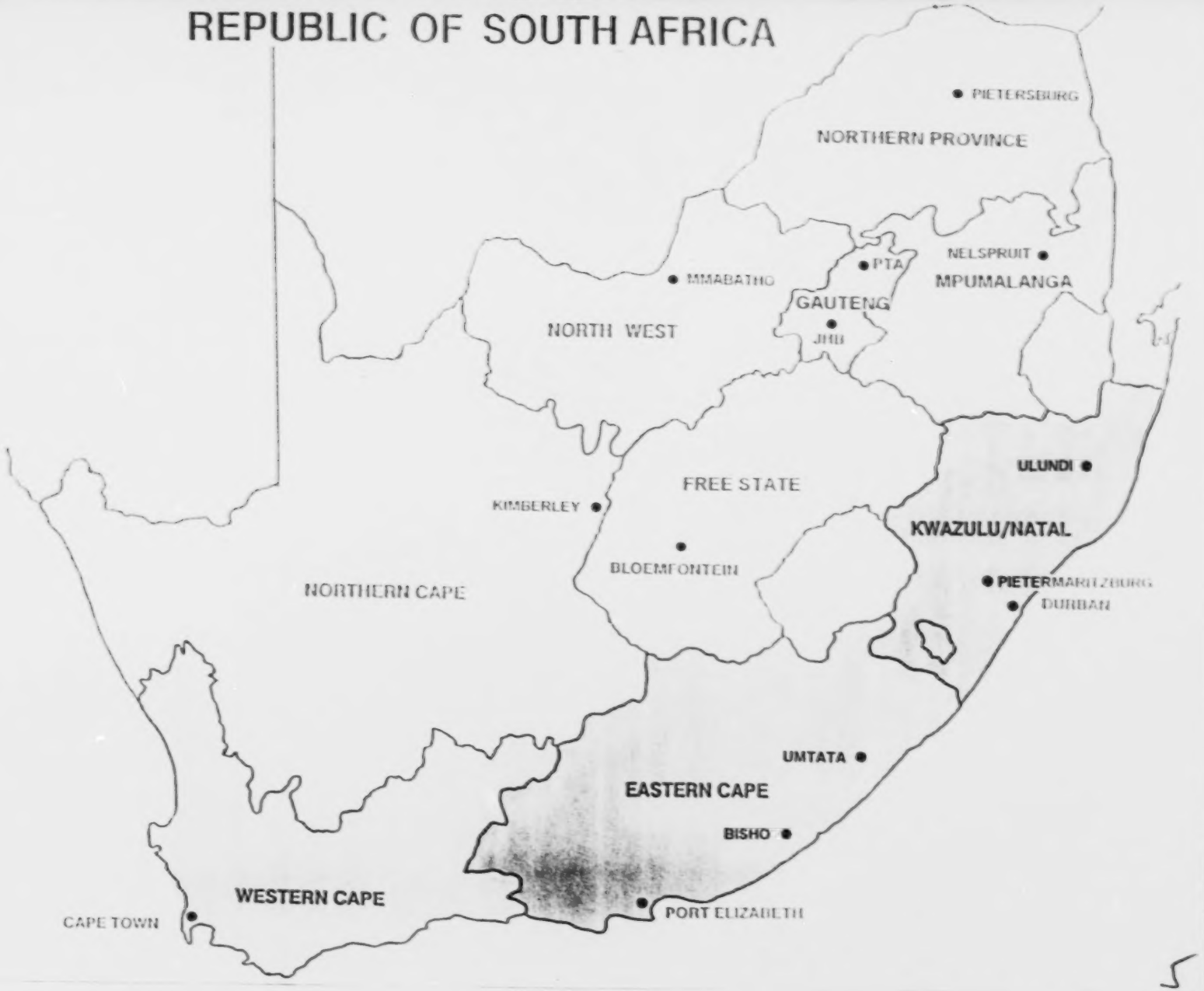

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EDUCATION AND MANPOWER DEVELOPMENT

1995, No 16

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PREFACE

This is the first publication in the series which provides a picture of education in the new South Africa. For the first time educational data were collected in 1995 by non-racial education departments in each of the nine new provinces. In the past, as is well known, data had to be collected by 17 different, racially based departments - an era which has passed forever.

However, the change in the system also had its problems with regard to data collection. With the establishment of new education departments, it could be expected that many other sections or departments demanded priority attention over and above the need for keeping the newly integrated education management information sections (EMIS) functional. A general tendency has been that competent staff members of these sections were moved to other sections, or took severance packages which led to many an EMIS-section being understaffed or not functioning as it should. We therefore apologise for the late publication of this issue and trust that in future we will again be able to produce it around midyear.

The situation was further complicated by the provinces devising their own data-collection systems which were incompatible with one another to such an extent that comparisons among them were difficult, if not impossible. One such example is the collecting of data by race which is understandably a sensitive issue. Some provinces did not distinguish among races with the result that comparisons between the former advantaged and disadvantaged groups were not possible. If educators, government and the public want to monitor the progress of education envisaged in the white paper, it is of utmost importance to collect educational data by race. Some provinces did not supply teacher data and the compilers had to make use of projections based on superimposed data from previous years. Another shortcoming of the 1995 data is that no information was available with regard to subject choices.

We do, however, trust that as the new democracy evolves, educational information will be more readily available than in the past and that the general public will be in a position not only to evaluate, but also to appreciate efforts in making education accessible to all South Africans.

The aim of this brochure, therefore, is to present the reader with a concise picture of formal school education in South Africa. People interested in education will be in a position not only to draw sensible conclusions, but will also gain an informed view of the real state of education in South Africa as far as numbers are concerned.

The compilers at RIEP trust that after paging through this publication, you will have a clearer view of both the problems and challenges facing all South Africans.

Hendrik J van der Linde

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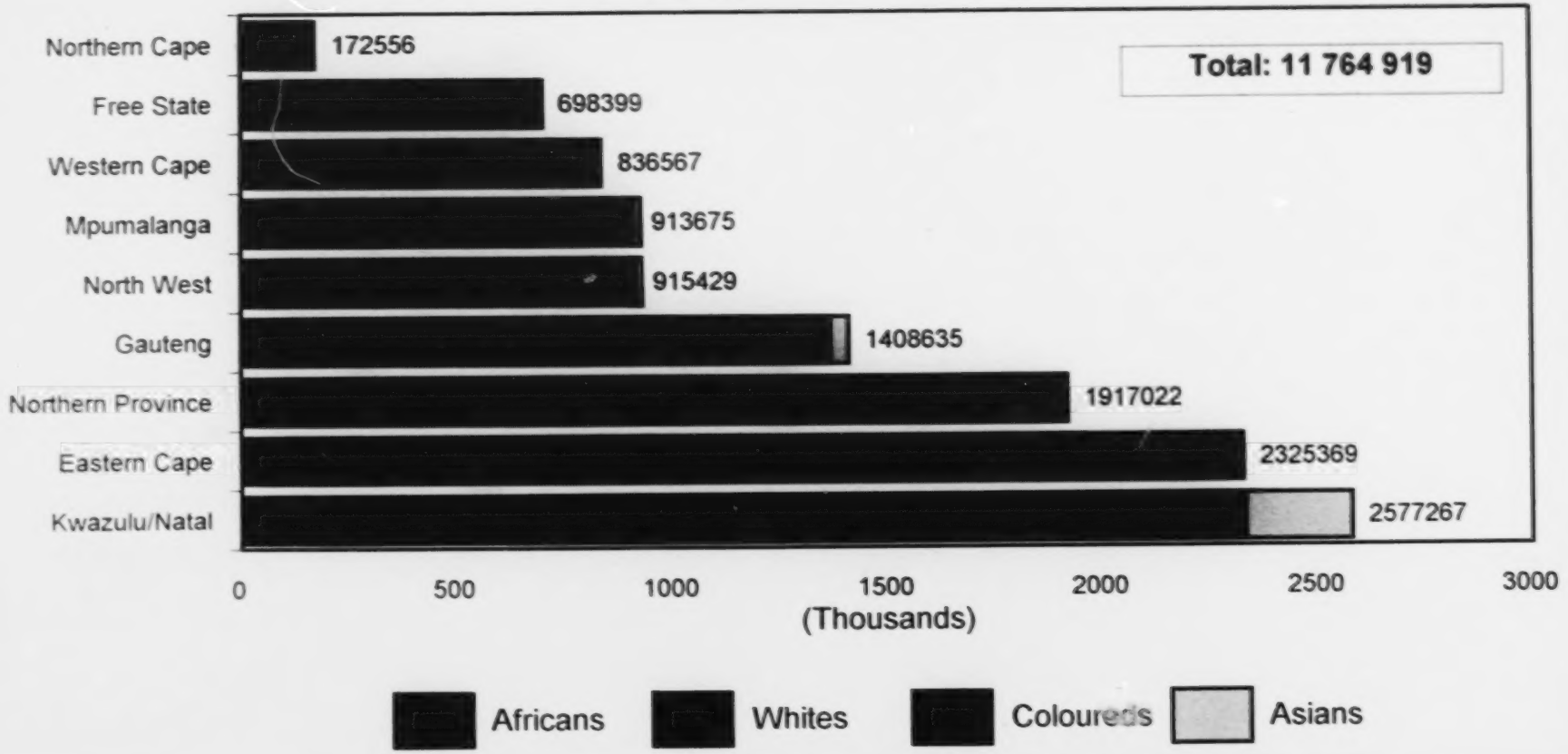
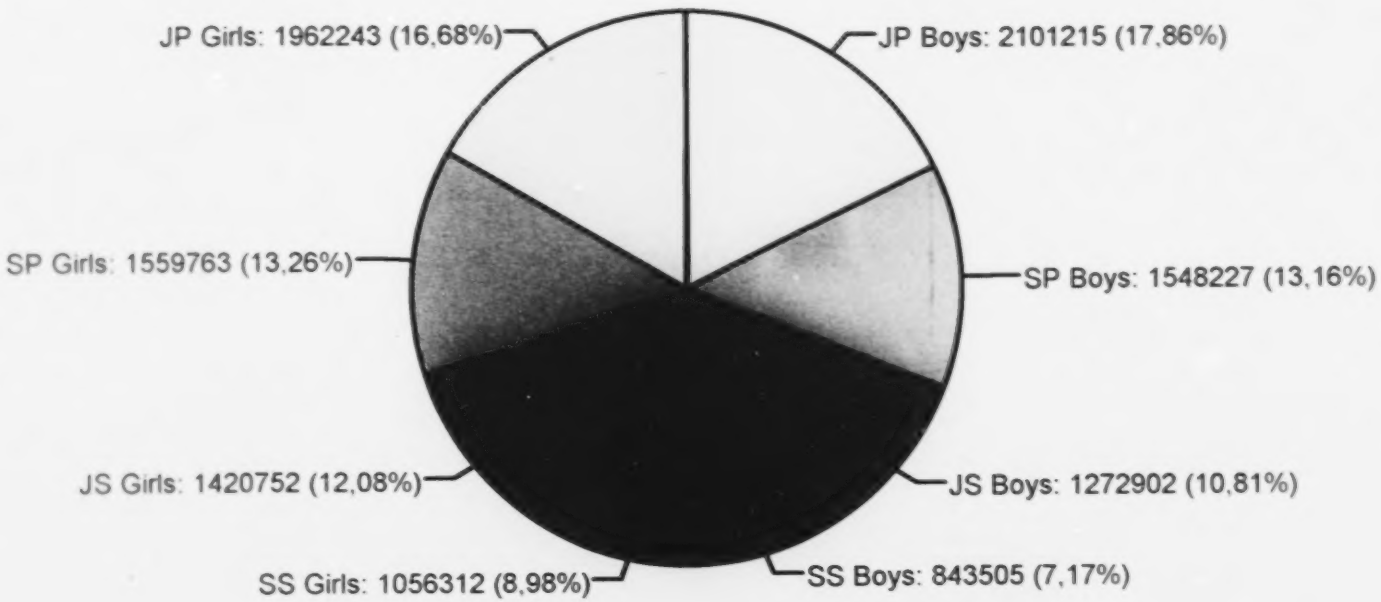
Fig. 1: Learner enrolment according to province and population group, 1995



The 11 764 919 learners at school in South Africa in 1995 showed an increase of 357 321 learners or 3,1% over the enrolment of 1994. Although the population group was not indicated in collecting the data, a projection based on previous years was done to indicate the composition according to race in the different departments.

Fig. 2: Learner enrolment according to school phase and gender, 1995



Except for the junior primary school phase, girls were in the majority in the other three phases. Girls constituted 57% of the total school population. 34,34% of learners were in junior primary; 26,42% in senior primary; 22,90% in junior secondary and only 16,15% in senior secondary schools.

Fig. 3a: Learner enrolment according to population group in the primary school, 1995

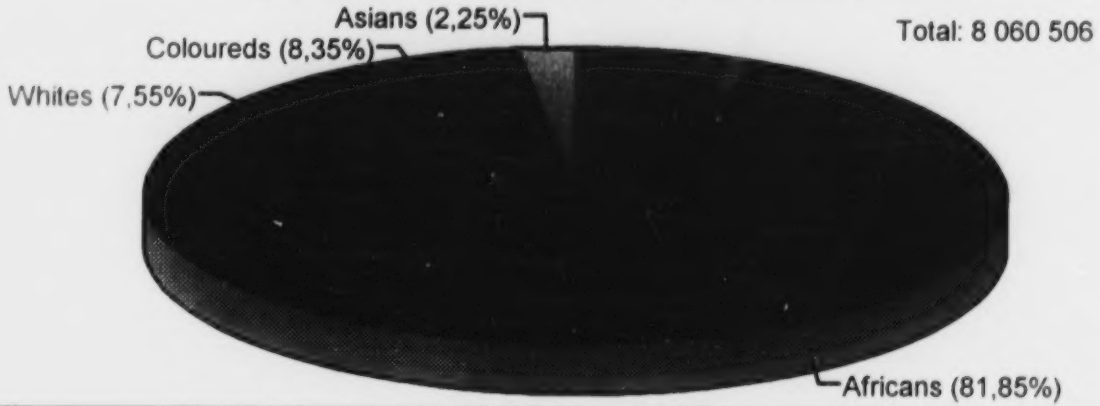
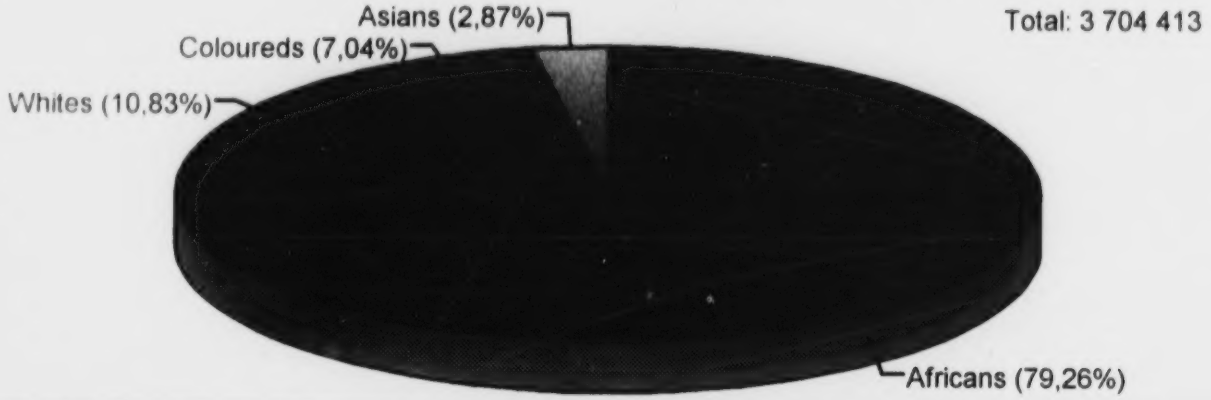
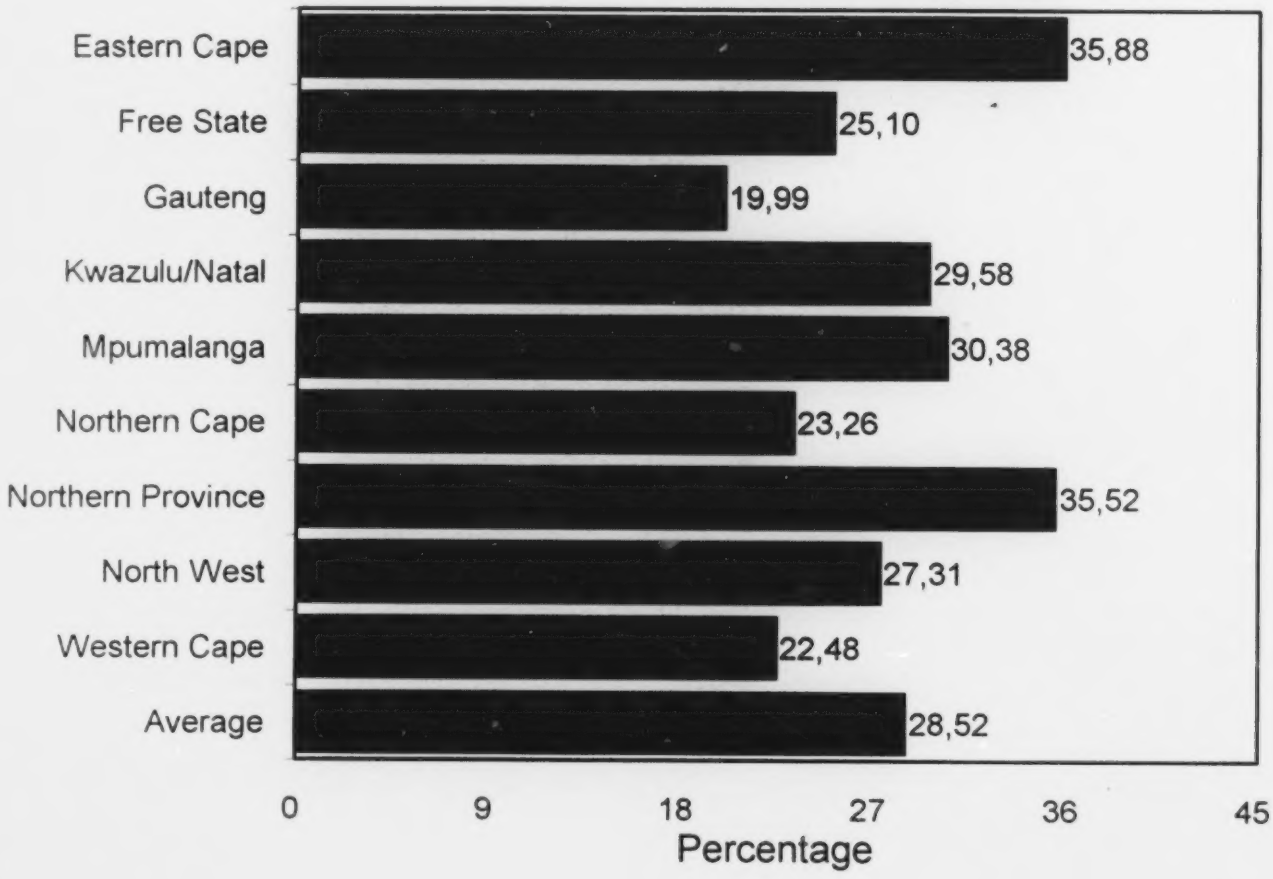


Fig. 3b: Learner enrolment according to population group in the secondary school, 1995



African learners are by far the dominant population group in the primary, as well as the secondary school phases. This fact is especially important when reading the white paper on education, the proposed schools bill, as well as evaluating educational projects and their possible contribution to improving the whole system.

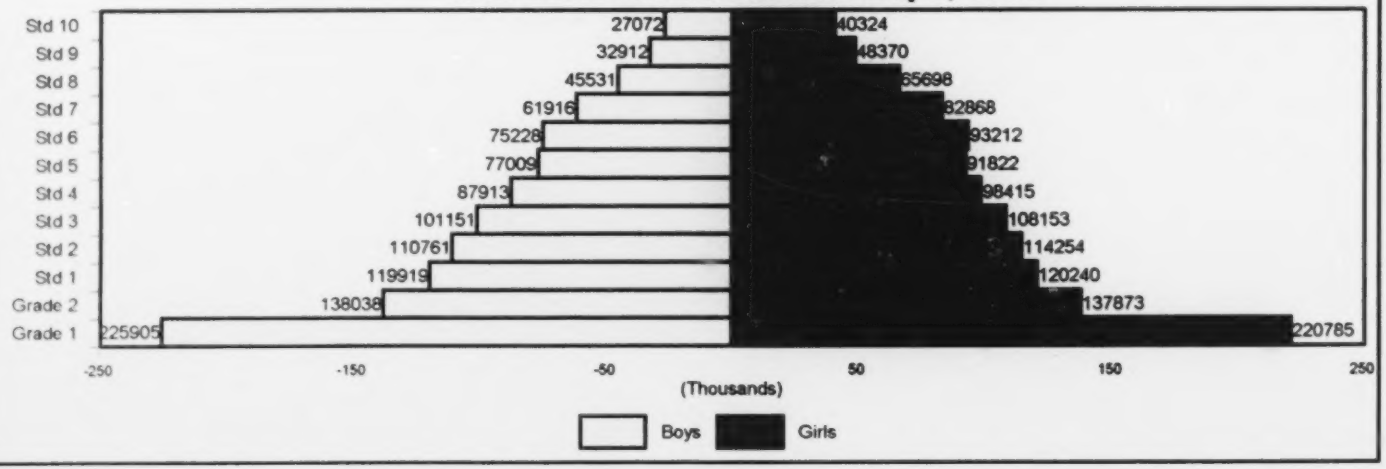
Fig. 4: Learners as a percentage of the population per province, 1995



There does not seem to be a definite pattern in the distribution of learners as a percentage of the population of a province. More than one third of the population in the Northern Province, as well as the Eastern Cape, attended schools in 1995.

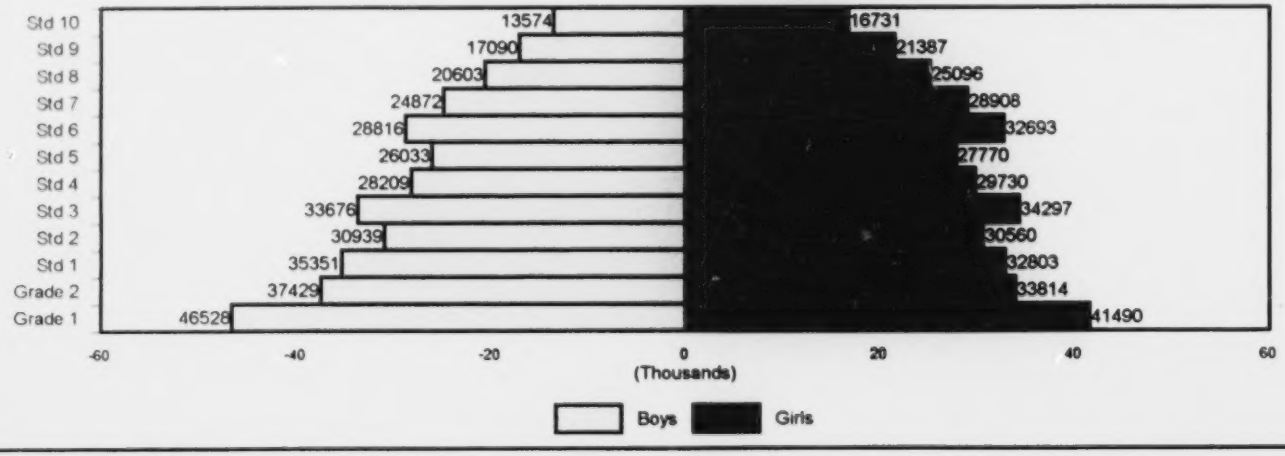
In a highly industrialised and metropolitan area like Gauteng, the number of learners as part of the total population is noticeably lower than for the rest of the country.

Fig. 5a: Learner enrolment according to gender and standard in Eastern Cape, 1995



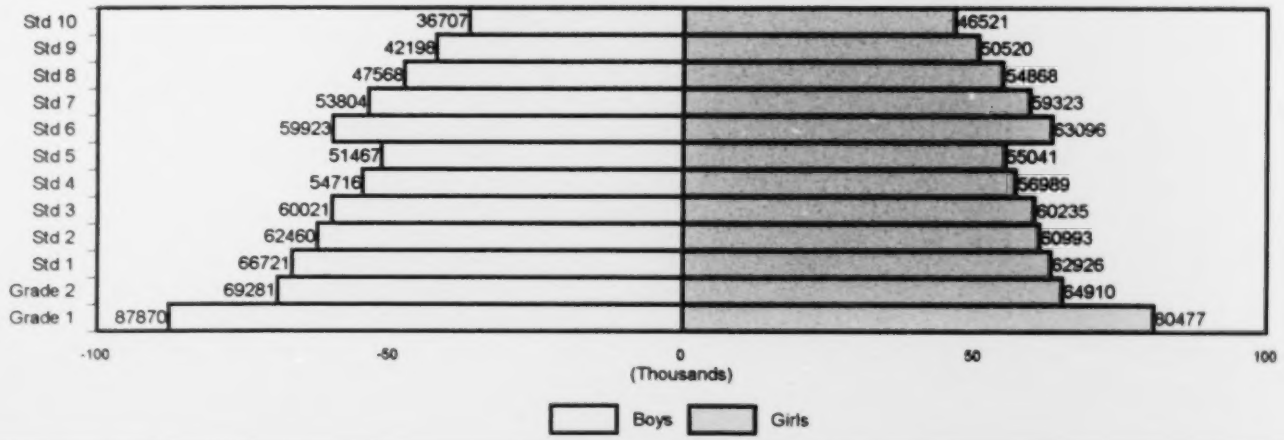
The grade 1 to the matric enrolment ratio for the Eastern Cape was 6,6:1. Especially noticeable is the larger number of grade 1 compared to grade 2 learners.

Fig. 5b: Learner enrolment according to gender and standard in Free State, 1995



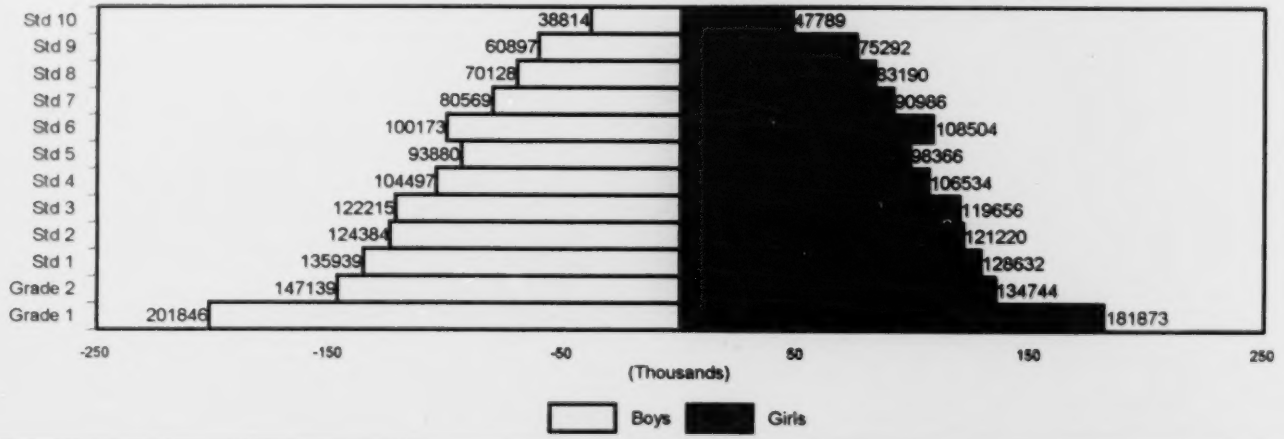
The grade 1 to matric enrolment ratio for the Free State was 2,9:1. Especially noticeable is the larger number of Std 6 learners than the Std 5 learners.

Fig. 5c: Learner enrolment according to gender and standard in Gauteng, 1995



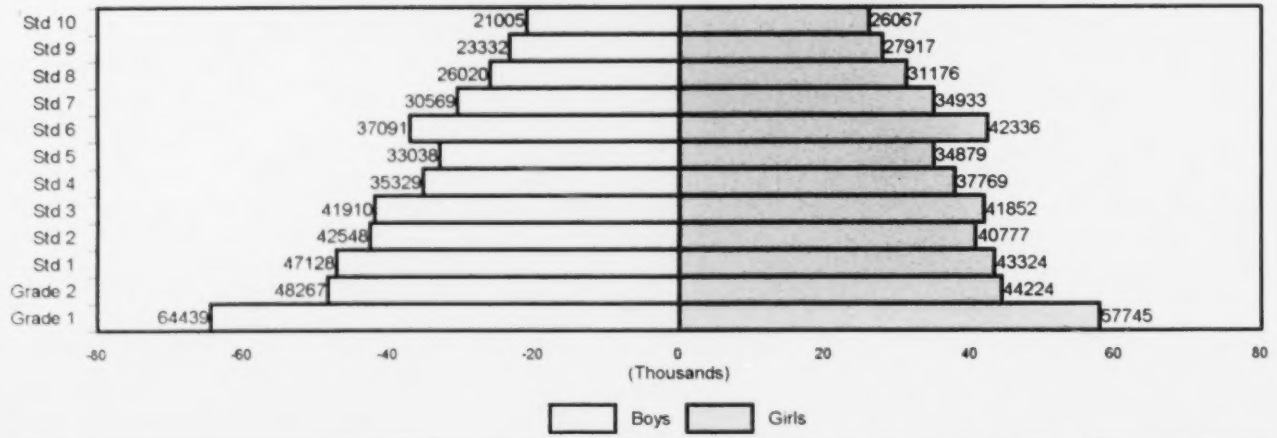
The grade 1:matric ratio for Gauteng is 2:1. Noticeable is the large intake of learners in Std 6, as well as the steeper gradient exhibited in the graph for boys compared to that for girls, which indicates that more boys than girls progress to the next standard.

Fig. 5d: Learner enrolment according to gender and standard in Kwazulu/Natal, 1995



The grade 1:matric ratio for Kwazulu/Natal is 4,4:1. The Std 6 enrolment is in this case also larger than that of Std 5 and the grade 1 enrolment is considerately larger than that for grade 2.

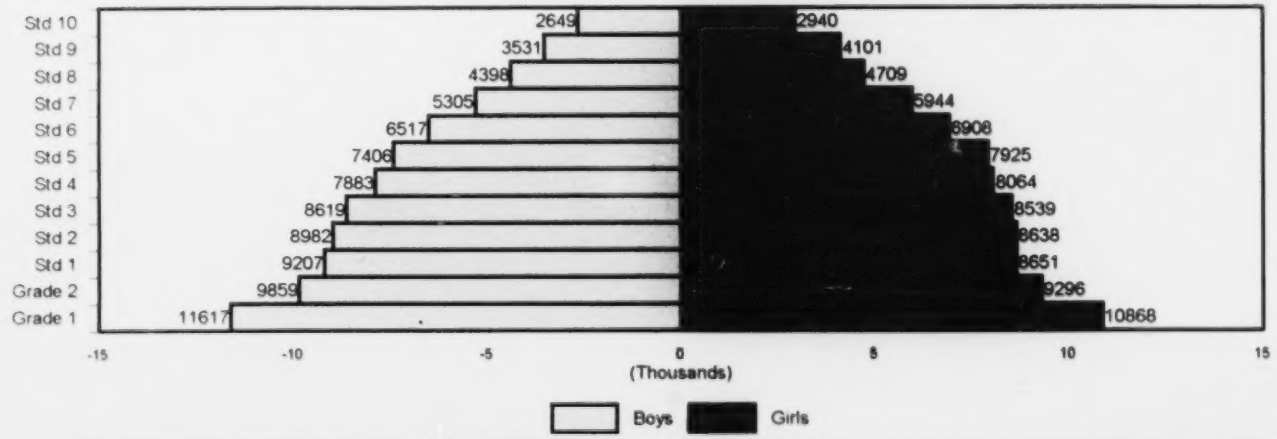
Fig. 5e: Learner enrolment according to gender and standard in Mpumalanga, 1995



As in many other provinces the number of Std 6 learners of Mpumalanga is more than that for Std 5.

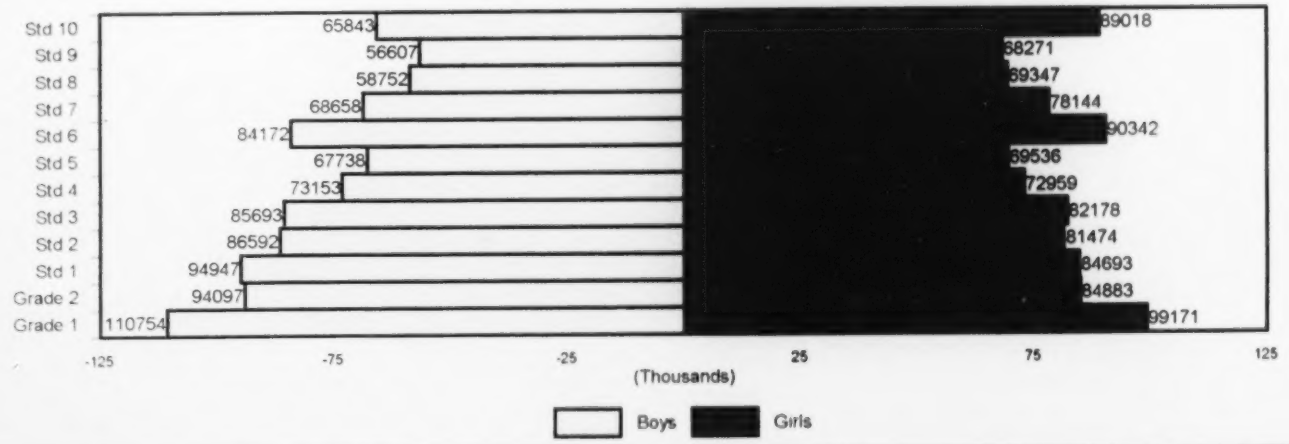
The grade 1:matric ratio is 2,6:1.

Fig. 5f: Learner enrolment according to gender and standard in Northern Cape, 1995



The number of matriculants of the Northern Cape seems to be relatively small compared to the rest of the school population. The grade1:matric ratio is in this case 4:1.

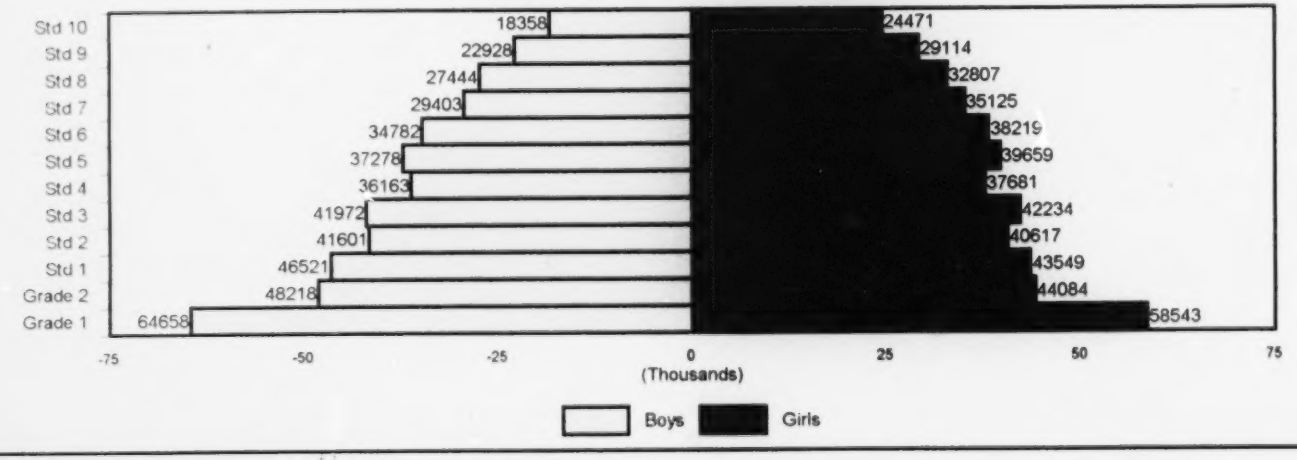
Fig. 5g: Learner enrolment according to gender and standard in Northern Province, 1995



The number of matric candidates in the Northern Province is 124% of the Std 9 learners and the Std 6 learners 127% of the numbers in Std 5 - an odd picture.

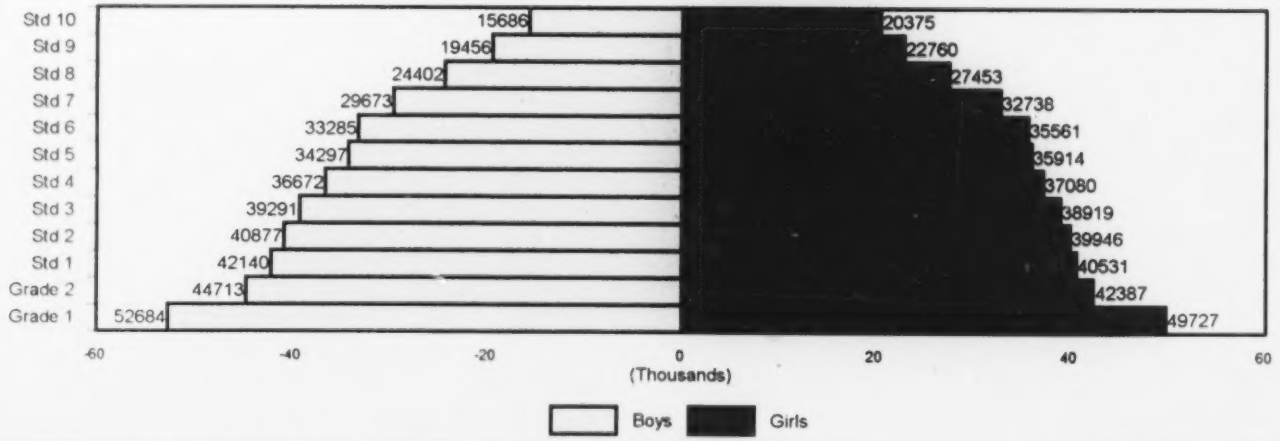
The grade 1:matric ratio is only 1,4:1.

Fig. 5h: Learner enrolment according to gender and standard in North West, 1995



The grade 1:matric ratio of the North West Province is 2,9:1. Noticeable in this province is also the large number of grade 1 enrolments compared to that of grade 2.

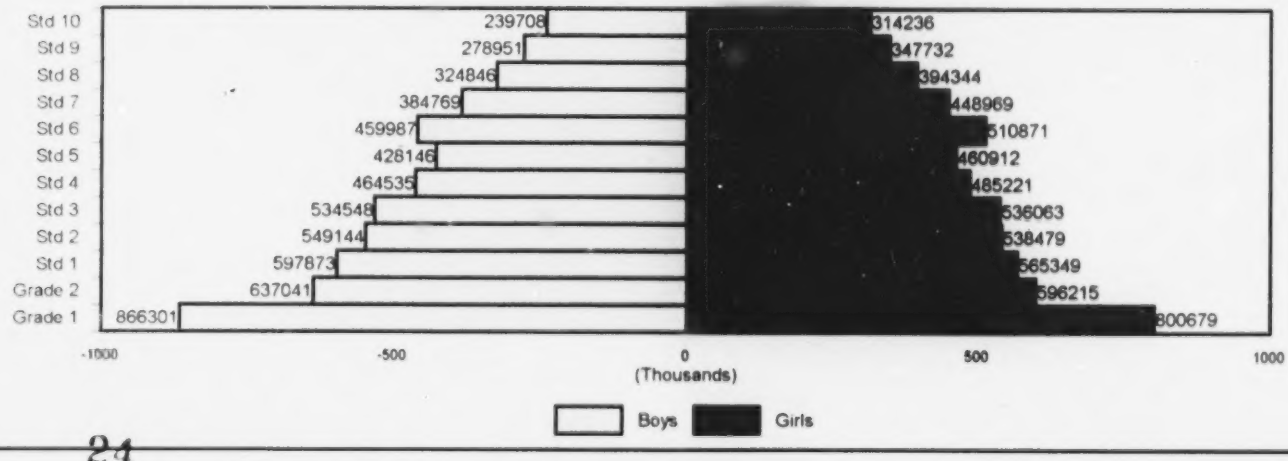
Fig. 5i: Learner enrolment according to gender and standard in Western Cape, 1995



A relatively large percentage of the school population of the Western Cape passed on to the higher standards. The grade 1:matric ratio is 2,8:1.

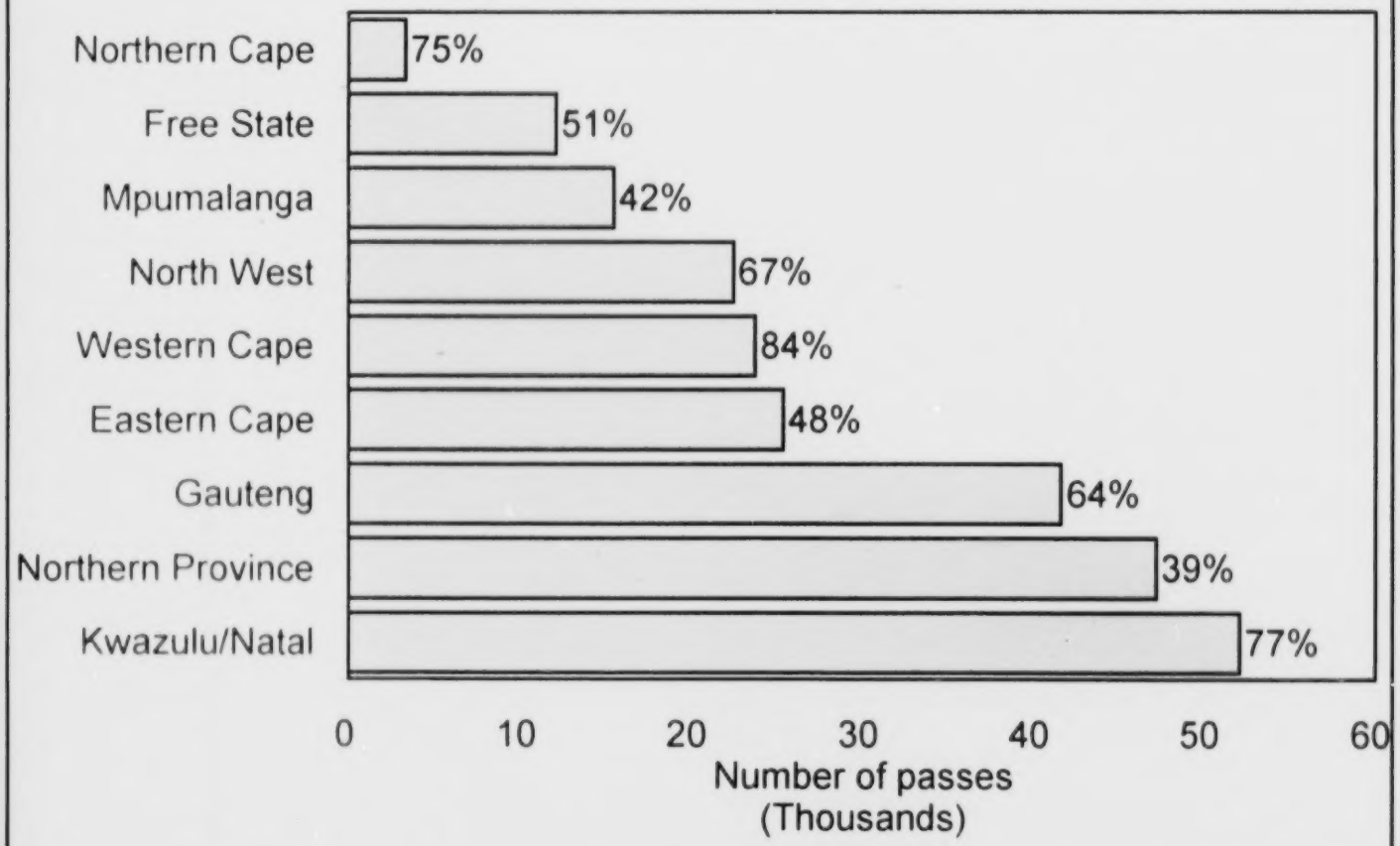
A higher dropout of girls in Std 1 to Std 6 is noticeable.

Fig. 5j: Learner enrolment according to gender and standard in South Africa, 1995



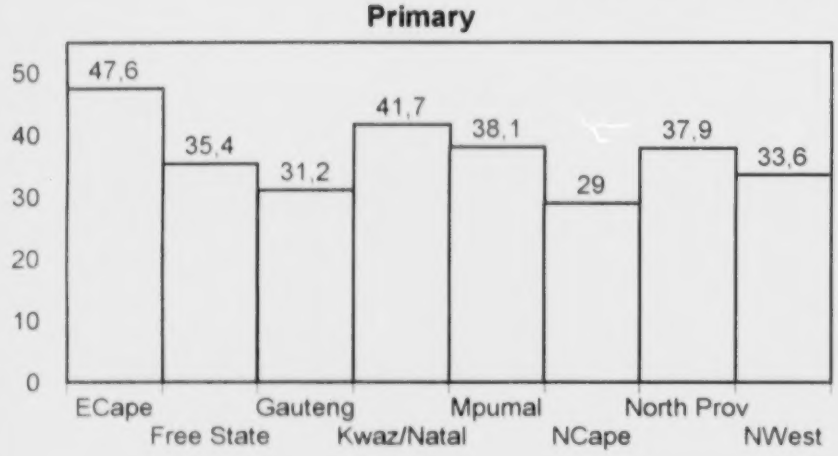
The enrolment for Std 6 on the national totals is, like the majority of provinces, higher than that for Std 5. A possible reason might be a massive return to school of learners who originally left school after Std 5 and are now returning. The grade 1:matric ratio for the whole country is 3:1. This might be a distorted figure as there was also a massive intake of learners in grade 1 and the ratio will probably come down in future years.

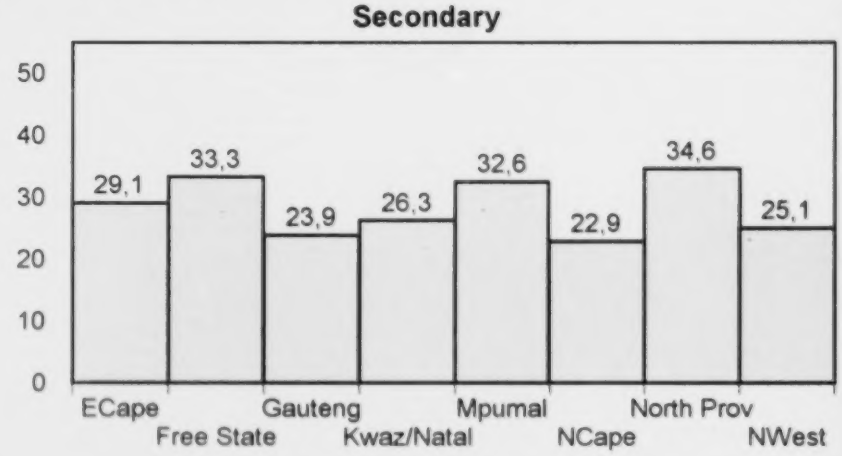
Fig. 6: Passrate (%) and number of passes of Std 10 candidates per province, 1995

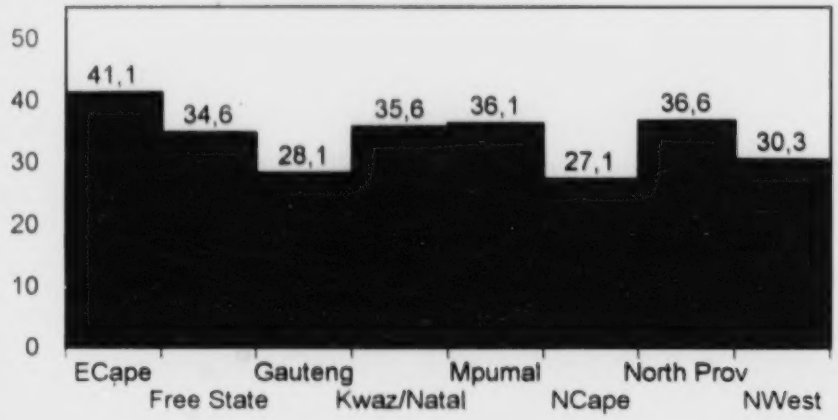


The best matric results were obtained by learners in the Western Cape. Matriculants of the Northern Province, Mpumalanga and the Eastern Cape had a pass rate of less than 50% which is a matter of grave concern as a large percentage of the total school population (44%) resides in these three provinces.

Fig. 7: Learner-educator ratio according to province and school phase, 1995





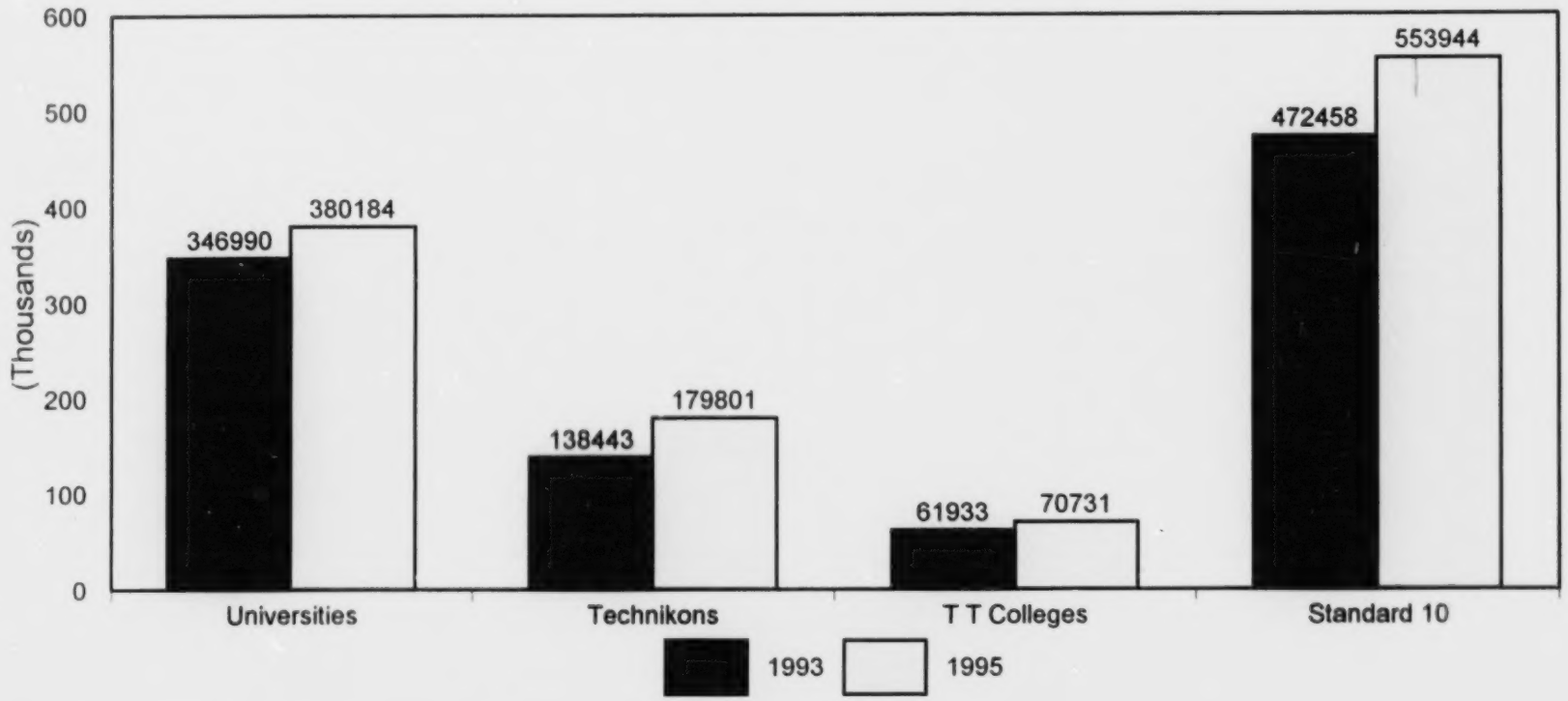


The proposed national average learner-educator ratios are:

Secondary Schools	35 : 1
Primary Schools	40 : 1

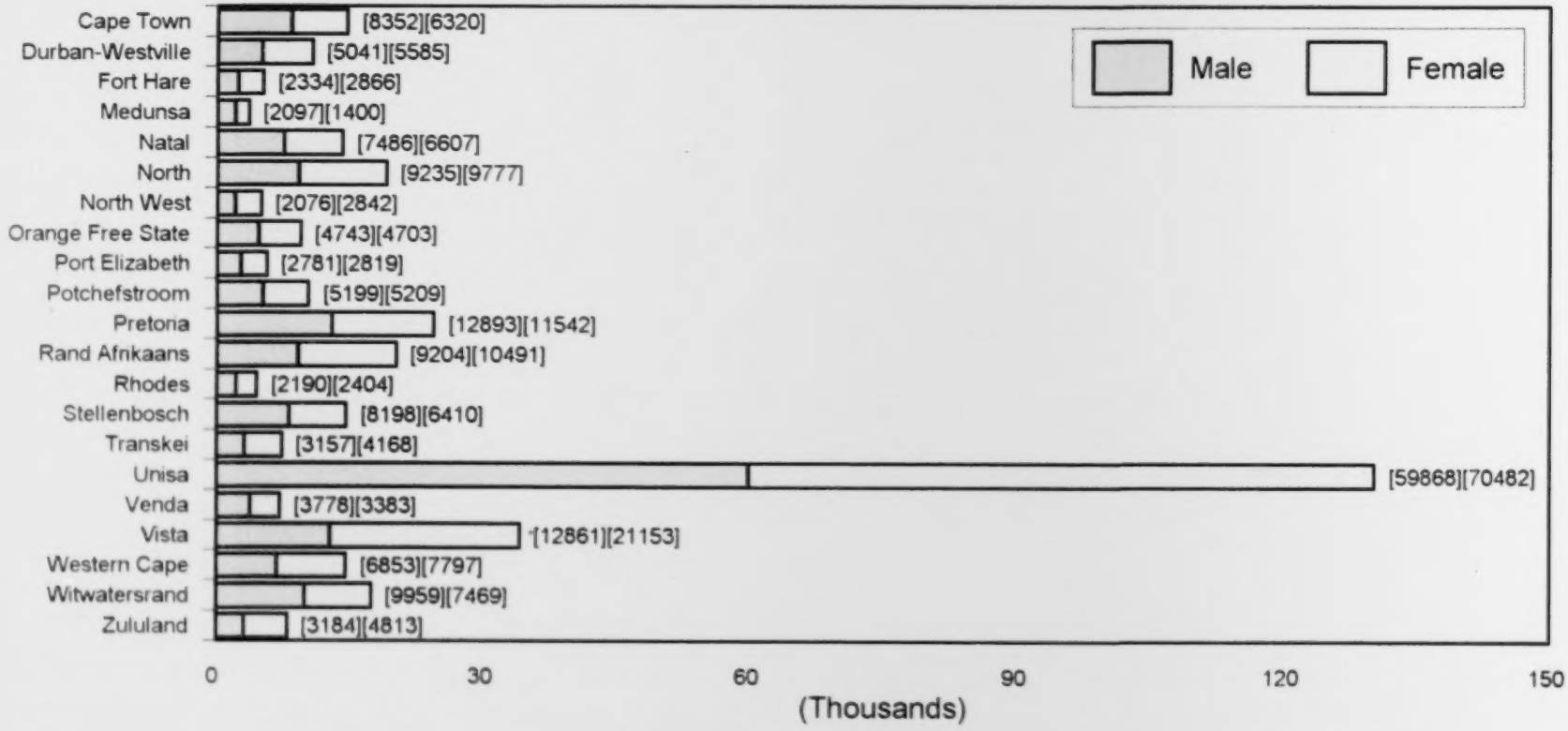
According to these norms only the ratios for primary schools in Kwazulu/Natal and Eastern Cape were higher. The highest ratio for secondary schools was in the Northern Province. To obtain these proposed ratios, a number of educators should be retrenched.

Fig. 8: Number of learners in Std 10 and students at tertiary institutions, 1993 and 1995



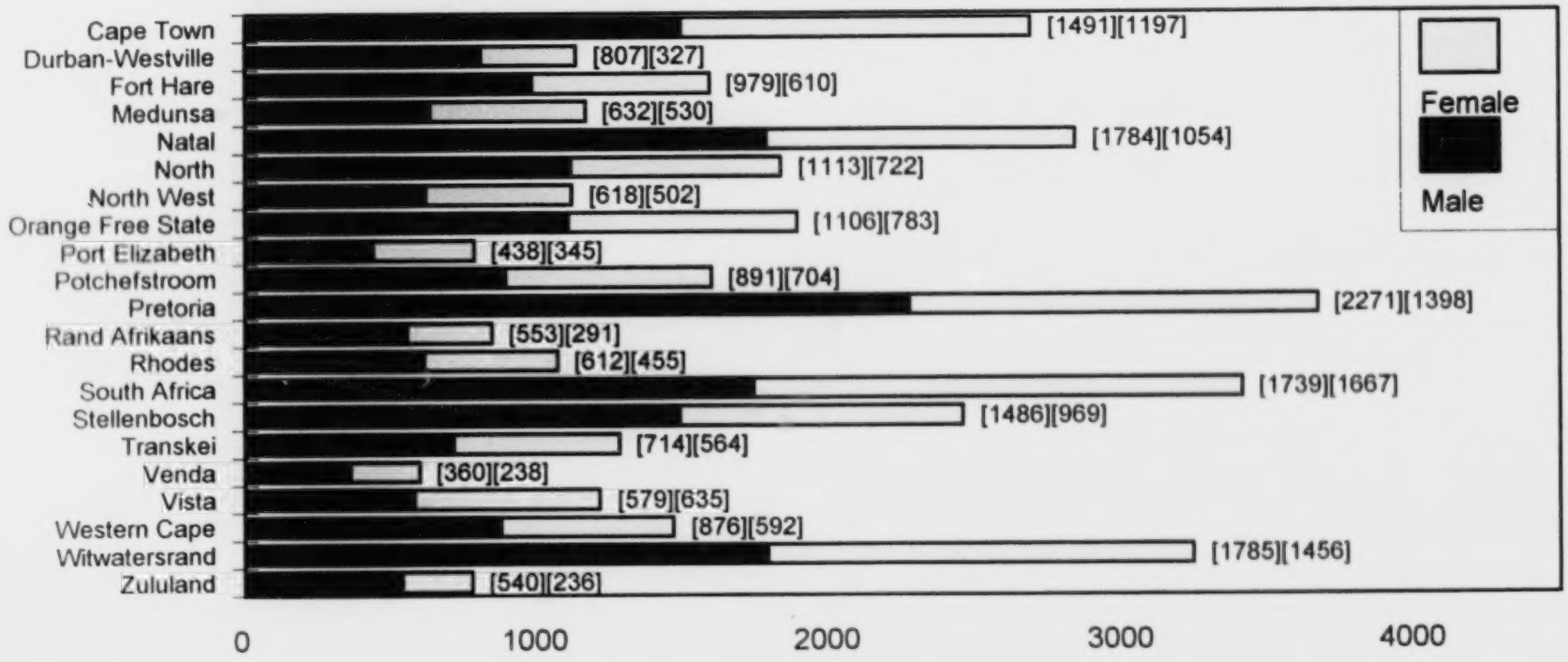
Universities had the majority of students of the higher education institutions as represented in this graph. At the present pass rate of matriculants, more than 200 00 students could be potential candidates for the labour market and further education. Up to 200 000 students from universities, technikons and teacher training colleges could also be potential jobseekers. The highest growth rate (approximately 30%) in student numbers from 1993 to 1995 was at technikons.

Fig. 9: Number of students enrolled at universities according to gender, 1995



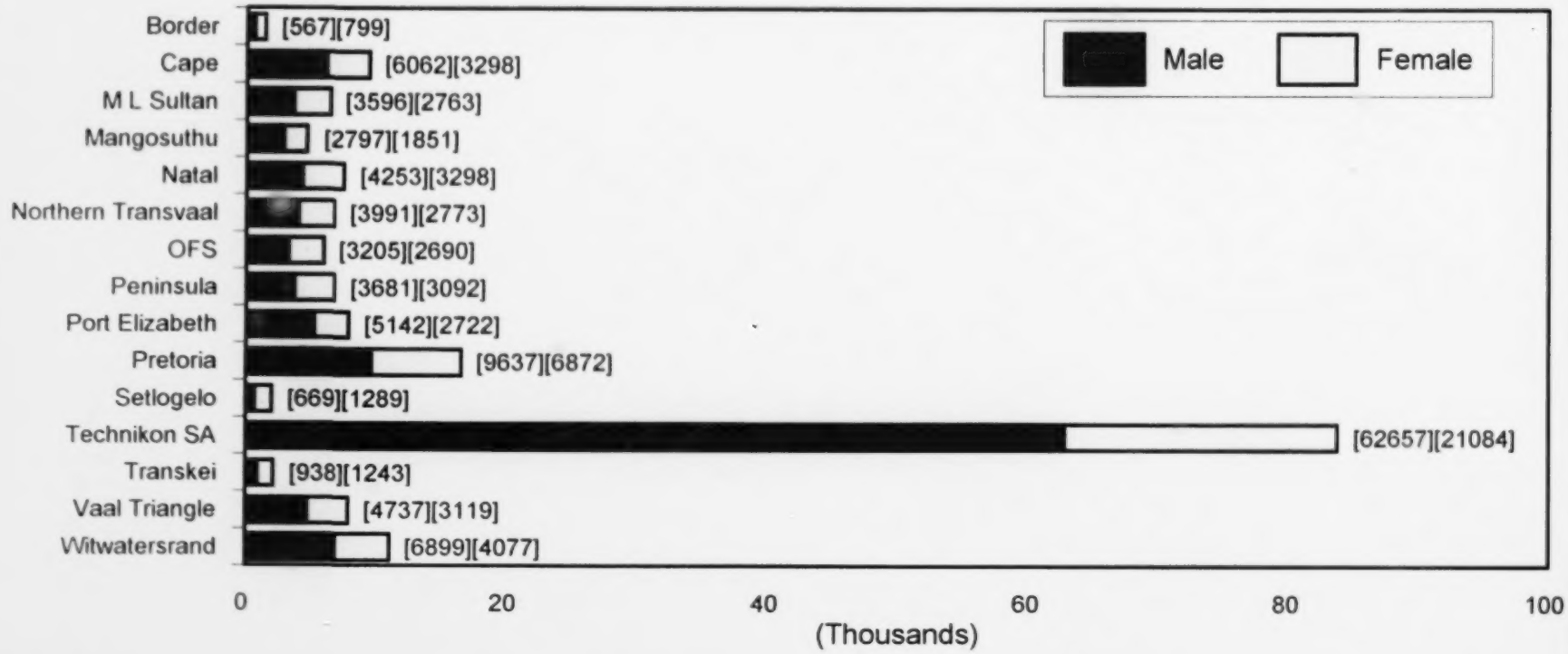
At 13 of the 21 universities female students were in the majority. The biggest differences between the numbers of male and female students occurred at universities offering distance or corresponding courses namely the University of South Africa and Vista. More than a third of all students was enrolled at the University of South Africa.

Fig. 10: Number of personnel at universities according to gender, 1995



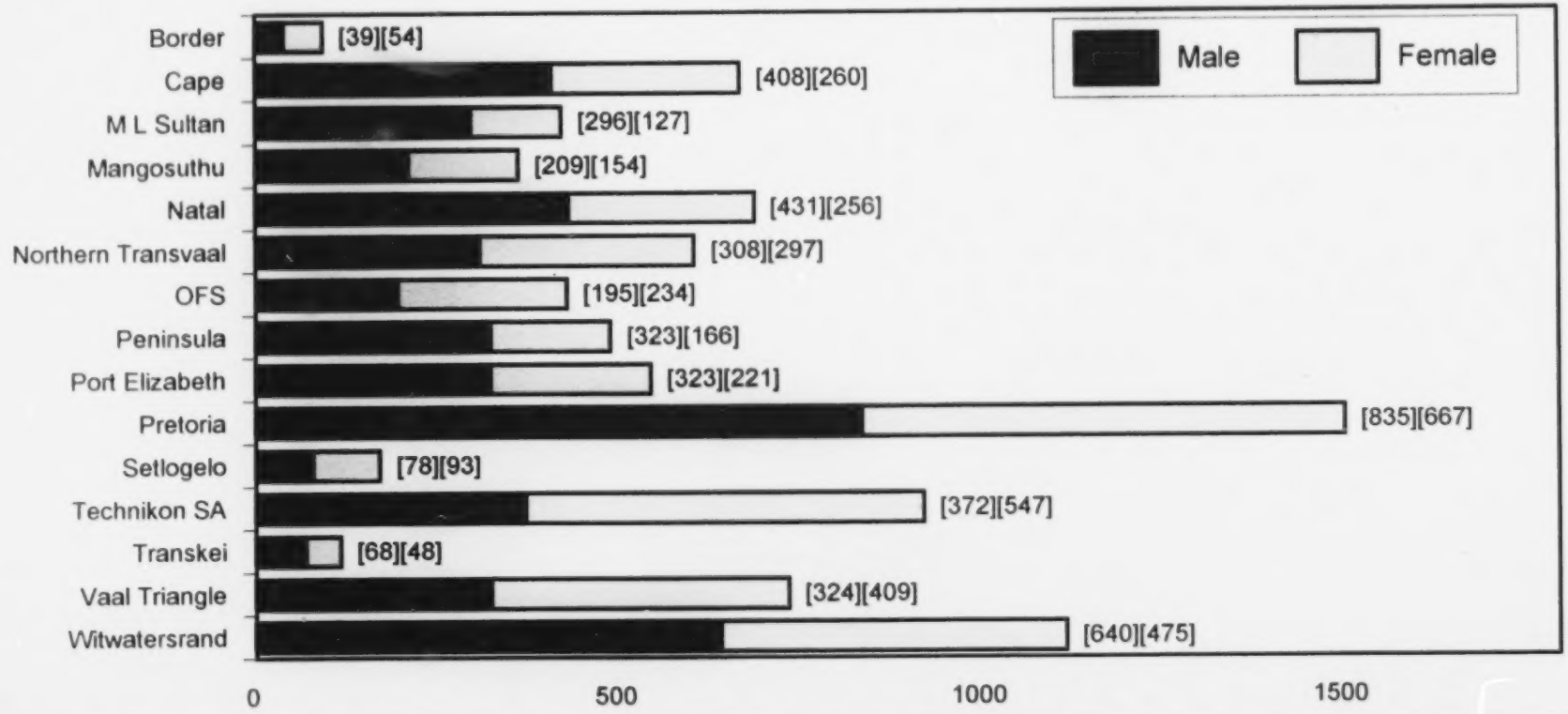
At only one university the female personnel outnumbered their male colleagues. The University of Pretoria had the most and the University of Venda had the fewest personnel.

Fig. 11: Number of students enrolled at technikons according to gender, 1995



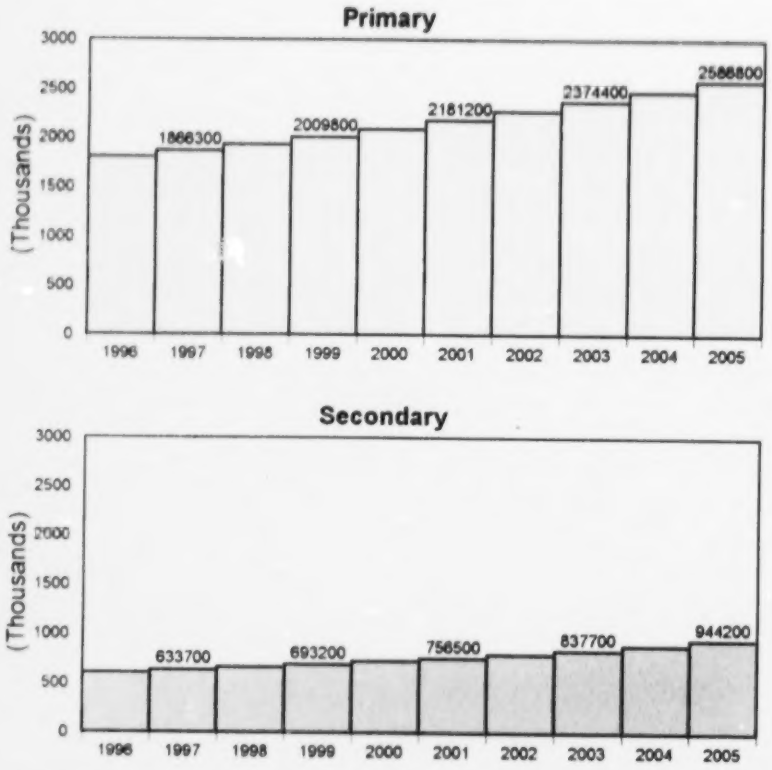
Thirteen of the fifteen technikons had more male than female students. More than 50% of all male and a third of all female students were enrolled at Technikon SA.

Fig. 12: Number of personnel at technikons according to gender, 1995



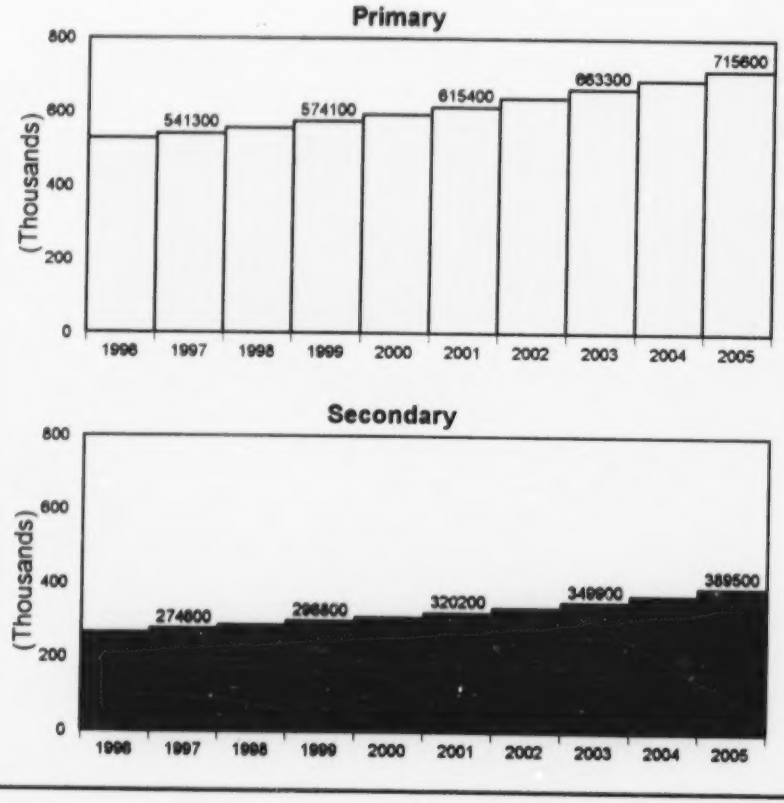
Male lecturers were in the majority at ten of the fifteen technikons. Almost 45% of the personnel were attached to technikons in Gauteng.

Fig. 13a: Learner forecasts for EASTERN CAPE from 1996 to 2005



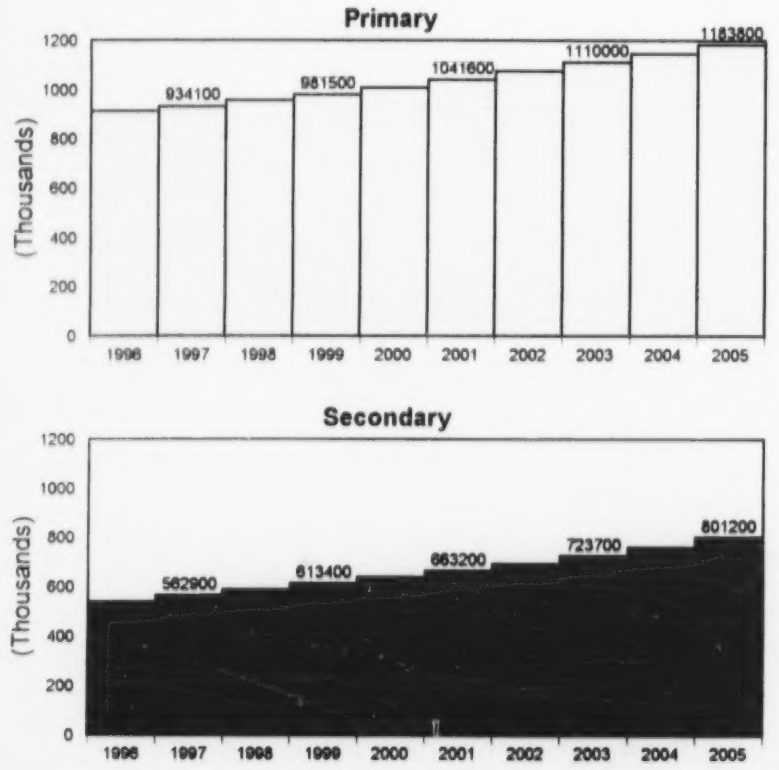
	Primary	Secondary
Average annual growth rate	4,8%	6,2%

Fig. 13b: Learner forecasts for FREE STATE from 1996 to 2005



	Primary	Secondary
Average annual growth rate	3,9%	5,3%

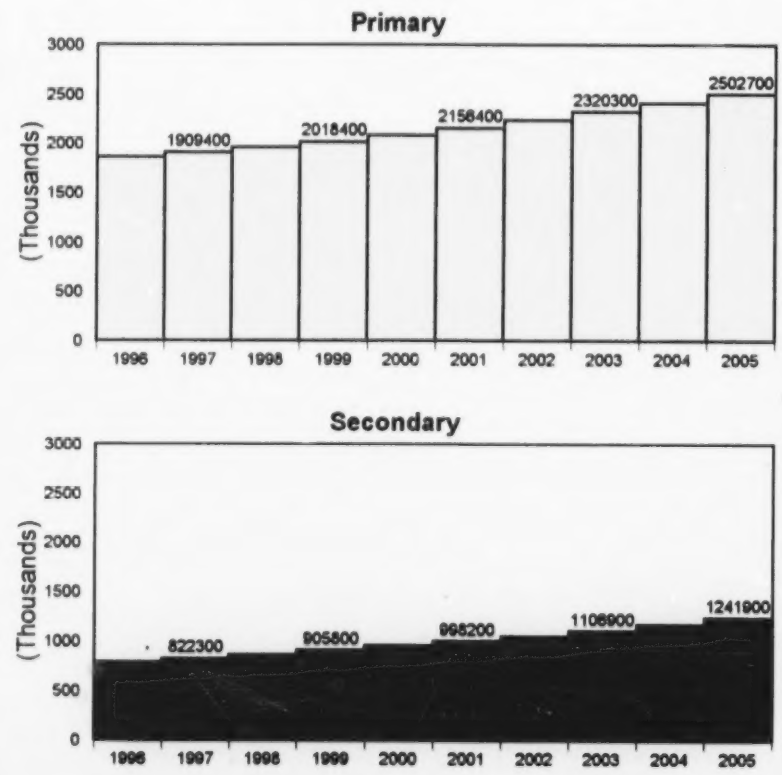
Fig. 13c: Learning forecasts for GAUTENG from 1996 to 2005



	Primary	Secondary
Average annual growth rate	3,3%	5,4%

42

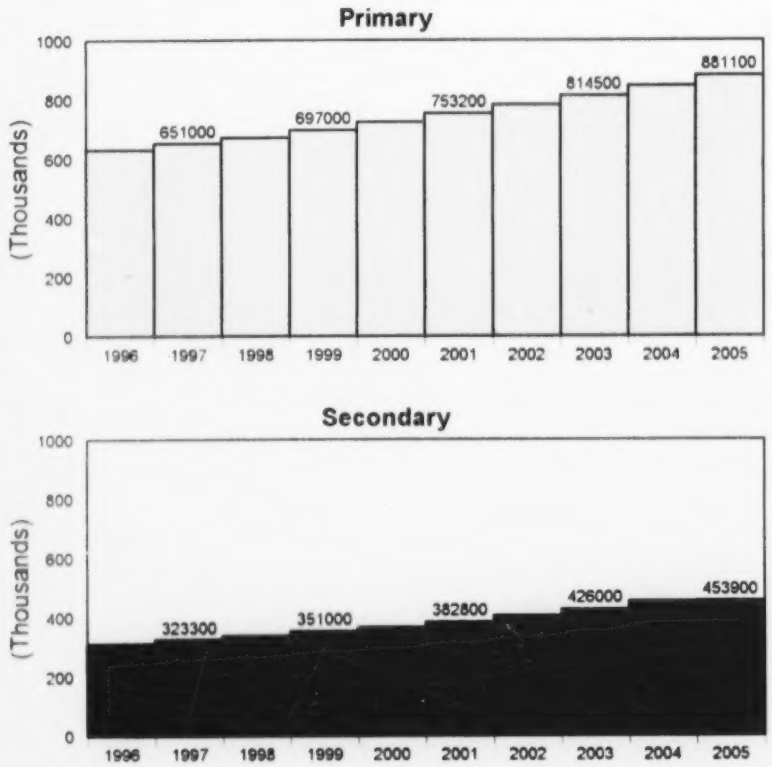
Fig. 13d: Learner forecasts for KWAZULU/ NATAL from 1996 to 2005



	Primary	Secondary
Average annual growth rate	3,8%	6,4%

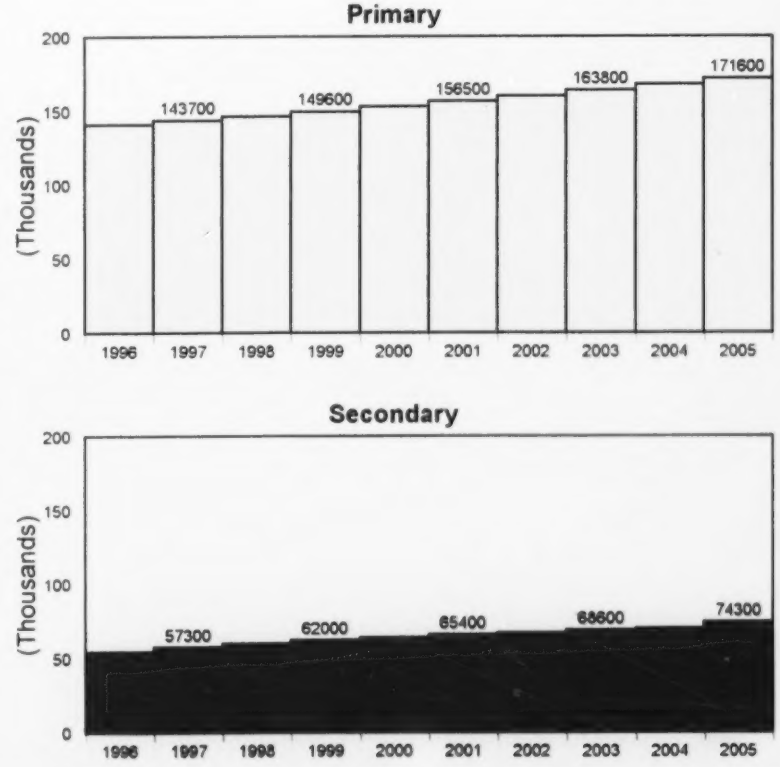
43

Fig. 13e: Learner forecasts for MPUMALANGA from 1996 to 2005



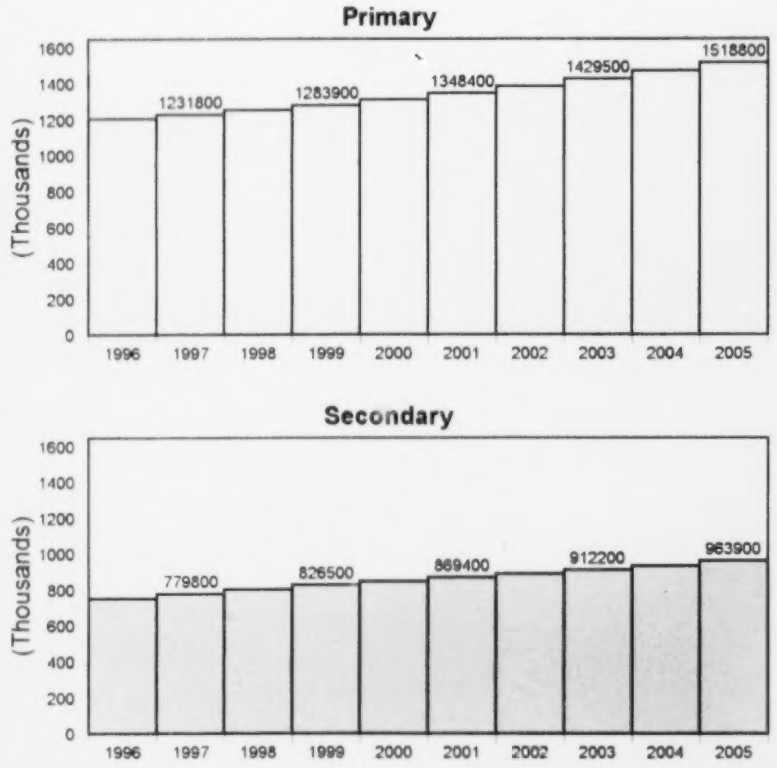
	Primary	Secondary
Average annual growth rate	4,4%	5,1%

Fig. 13f: Learner forecasts for NORTHERN CAPE from 1996 to 2005



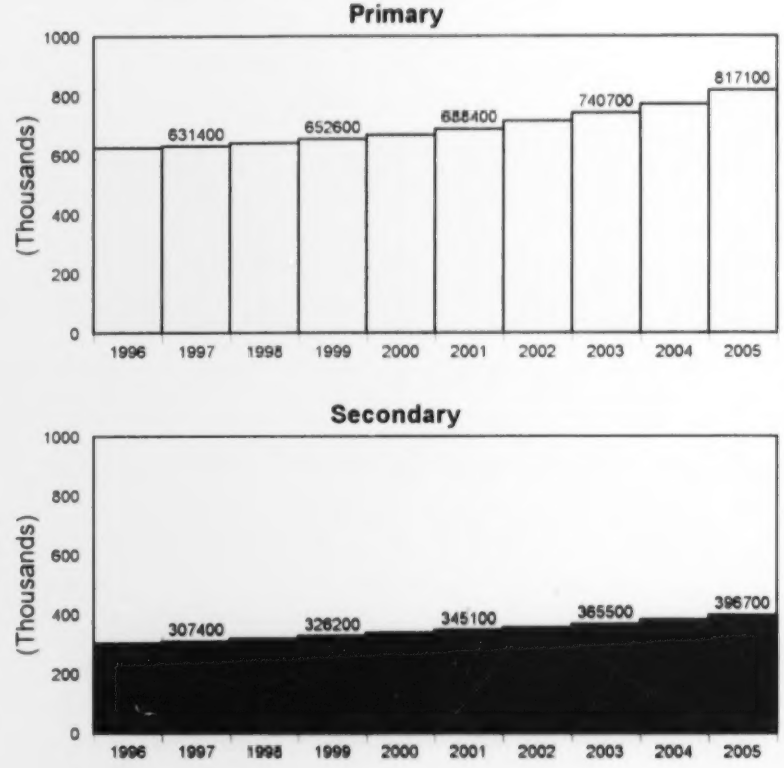
	Primary	Secondary
Average annual growth rate	2,4%	4,0%

Fig. 13g: Learner forecasts for NORTHERN PROVINCE from 1996 to 2005



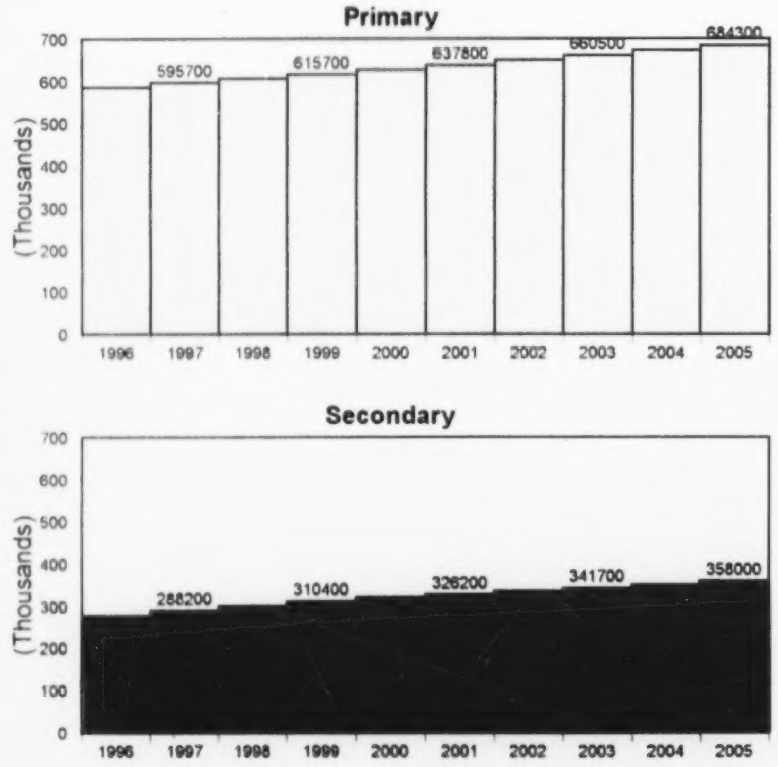
	Primary	Secondary
Average annual growth rate	2,9%	3,2%

Fig. 13h: Learner forecasts for NORTH WEST from 1996 to 2005



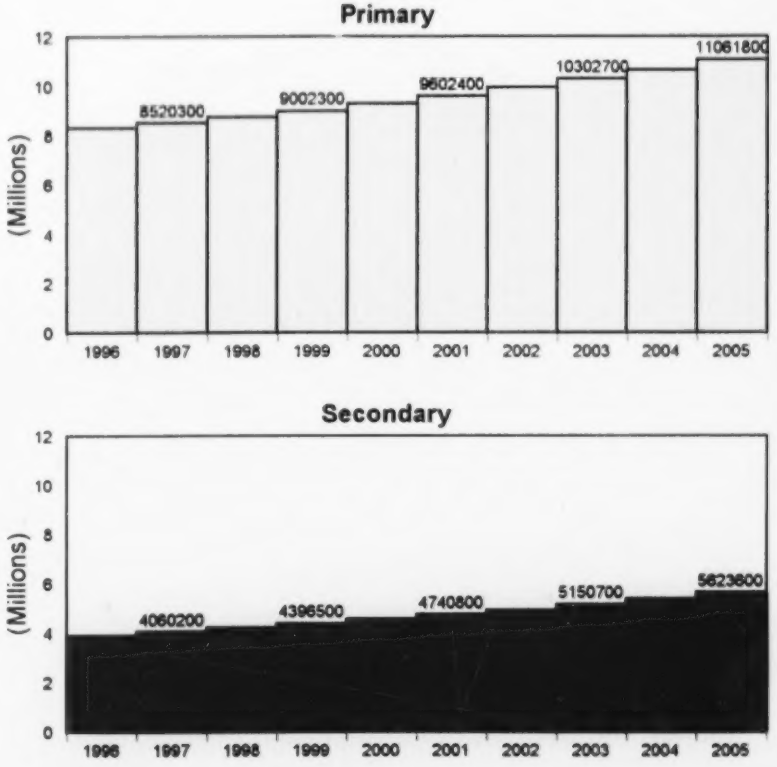
	Primary	Secondary
Average annual growth rate	3,4%	3,6%

Fig. 13i: Learner forecasts for WESTERN CAPE from 1996 to 2005



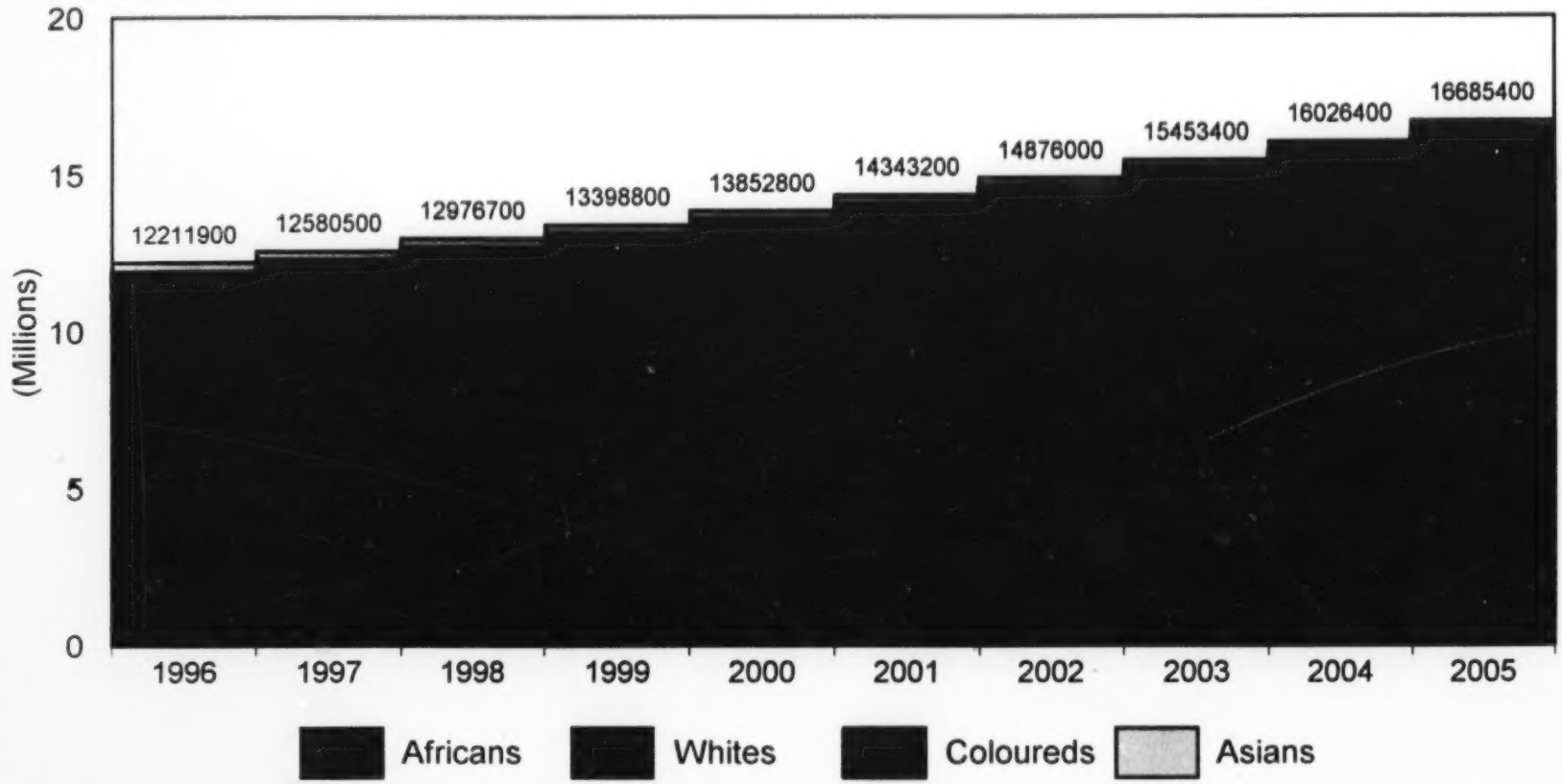
	Primary	Secondary
Average annual growth rate	1,8%	3,4%

Fig. 13j: Learner forecasts for SOUTH AFRICA from 1996 to 2005



	Primary	Secondary
Average annual growth rate	3,6%	4,9%

Fig. 14: Learner forecasts for SOUTH AFRICA according to population group from 1996 to 2005



The growth rate in the enrolment for Africans will be the highest. The enrolment for the other three population groups does not show a definite increase. The expected growth rate over this period will be approximately 37%.

ADDRESS APPENDIX

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